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IDENTIFIERS	*Africa

ABSTRACT

Teachers and curriculum supervisors involved in planning and implementing an effective unit or course on African studies at various levels should find this annotated bibliography a useful resource. A large proportion of the 39 items, drawn from RIE and CIJE focus on teaching guides and curriculum materials. Also represented are bibliographies, resource guides, and reports dealing with the institution of education in Africa, the purpose and general structure of African studies in the curriculum, and information about Africa. The teaching and curriculum materials emphasize a learner-centered, multidisciplinary approach, and together provide an in-depth coverage of contemporary African society and culture, its importance in international relations, and its historic development. (JLB)

ED 044349

OFF THE AFRICAN SHELF

An Annotated Bibliography on Society and Education

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Reference Series No. 1

The ERIC Clearinghouse for Social Studies/Social Science Education

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SO 000 373

FOREWORD

The ERIC Clearinghouse for Social Studies/Social Science Education, established in May of this year, is one of twenty clearinghouses funded by the U.S. Office of Education to disseminate educational information of high quality. We accomplish this by abstracting and indexing significant documents and articles that are within our subject scope, and by producing in-house and commissioned products. These products fall into four series according to the purpose and scope of their content. They are information Series; Reference Series; Review Series; and Interpretation Series. Most of the Reference Series products will be devoted to annotated bibliographies on topics of current interest to those concerned with social studies and social science education. This paper is the first in that series.

Most of the documents listed in this bibliography are available in microfiche and hard (photo) copy from the ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

The reports listed have been drawn exclusively from either Research in Education (RIE) or the Current Index to Journals in Education (CIJE). RIE is published monthly by the U.S. Office of Education, and may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Single copies are $1.75; annual subscriptions $21.00. CIJE is published monthly by CCM Information Corporation, 909 Third Avenue, New York, New York 10022. Single copies are $3.50; annual subscriptions $34.00.

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Introduction

The deepening interest of the educational community in area studies in general, and particularly African studies, has created an increasing need for immediately useful information and curriculum material. This concern to learn more about Africa has complex roots, among them:

> the need to understand the relationship between the rise of Black nationalism in this country and the emergence of African nationalism;
>
> the increasing importance of "third world" peoples in international affairs;
>
> and the growing recognition of the contribution that non-western studies can make toward eroding the ethnocentrism that is at the root of many domestic and international problems.

Although the amount of material available has increased tremendously, much of it doesn't go far enough in replacing the prejudices and myths prevalent in the minds of many with an accurate, meaningful understanding of that society.

In addition to the lack of high quality materials, there has been the problem of inadequate teacher preparation in African studies. Until recently, few inservice opportunities were available, and there was little communication between classroom teachers and Africanists.

This bibliography is an attempt to bring together quality materials that respond to these needs. A large proportion of the items included fall into the category of "Teaching Guides and Curriculum Materials." Taken together, most of them provide a rather coherent and consistent pattern of both objectives and strategies. For example, the Project Africa materials which are well represented here, have the overall purpose of preparing secondary students to function as effective citizens in a rapidly changing world. The broad purposes of most of

the instructional materials appearing here imply such cognitive objectives as: understandings and valid generalizations about human behavior; acquiring conceptual tools for interpreting experience; and mastering the skills of intellectual inquiry. These kinds of objectives dictate the need for a learner-centered, inquiry approach that makes use of factual information only as a vehicle for these skills. This is reflected in a large proportion of the materials included.

Another important focus of these materials is their emphasis on the human element in the study of another culture. Particular conditions and historical developments are analyzed for the persistent human issues which they reflect, and for the intricate interrelationships between a culture and its people. Concentration on the human aspects necessitates study from the inside, and the materials generally show an appreciation of this through the inclusion of African art, literature and music.

A good number of these items are designed for use at the secondary level since that is where the study of Africa (as part of world geography or non-western studies) is required. However, there are also documents designed for use at the elementary and undergraduate level. Curricular and other constraints often make it impossible to include more than a single unit on Africa, making flexibility an important dimension for these materials. These units, for the most part, are designed to be immediately useful in the existing curricula, and teachers should find it feasible to make use of individual units.

The "Other Resources" section provides valuable information on subject specialists and how they may be contacted; annotated bibliographies of books and magazines; and audiovisual and printed instructional material, as well as other difficult-to-obtain information on books and magazines of African origin.

We expect to be acquiring much more information on education in Africa than is reflected here. But the included documents do bring out the persistent concerns and problems involved with educational expansion in many developing countries. Education and mass literacy are felt to be an important effort in achieving a parity with the developed nations, but like other forms of social change, they bring a corresponding socioeconomic dislocation.

Some of the overall considerations and purposes in initiating African studies are brought out in the section "African Studies in the Curriculum." It includes some descriptions of newly established and ongoing programs.

Raw data on Africa is rather sparsely represented in this bibliography. As a clearinghouse for educational information, we attempt to acquire only those documents which address themselves at least indirectly to educational concerns. However, much of the data or access to it that teachers and others will want can be found within the above categories of materials.

Our selection was based on materials which emphasized, or at least included a significant portion of material on Africa. Those who are concerned with Afro-American studies, however, will find certain items of interest in this bibliography.

SAMPLE OF BIBLIOGRAPHIC CITATION FOR ITEMS IN

CURRENT INDEX TO JOURNALS IN EDUCATION

---

(1) EJ 002 623
(2) THE CLASSROOM POTENTIAL OF WEST AFRICAN LITERATURE
(3) Abell, Richard P.
(4) SOCIAL EDUCATION
(5) v33 n4, pp418-424, 428
(6) Apr '69
(7) *English Curriculum, *Social Studies, *Literature, *African Culture, *Educational Resources, Annotated Bibliographies, Cultural Understanding, Negro Students, Students, (West Africa)
(8) Discusses the rationale for studying West African literature; fiction, drama, or poetry to develop an understanding of other people; and the specific ways in which it may fit into the existing curriculum.

EXPLANATION OF BIBLIOGRAPHIC CITATION

(1) EJ 002 623
This is the Current Index to Journals in Education (CIJE) identification number of the article.

(2) THE CLASSROOM POTENTIAL OF WEST AFRICAN LITERATURE
This is the title of the article.

(3) Abell, Richard P.
The author of the article is listed.

(4) SOCIAL EDUCATION
The journal title.

(5) v33 n4, pp418-424, 428
Volume, number and pages of the article in the journal.

(6) Apr '69
Date of journal

(7) *English Curriculum...
Descriptors which provide an indication of the content of the article.

(8) Discusses...
Annotation of the article.

SAMPLE OF BIBLIOGRAPHIC CITATION FOR ITEMS IN

RESEARCH IN EDUCATION

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(1) ED 038 546
(2) Beyer, Barry K.; And Others
(3) AFRICA: A DATA BOOK.
(4) Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa.
(5) Spons Agency--Office of Education (DHEW), Washington, D.C.
(6) Bureau No--BR-7-0724
(7) Pub Date 8 Jul 70
(8) Note--106p.
(9) EDRS Price MF-$.05 HC-$5.40
(10) Descriptors--*Data Analysis, *Data Collection, *Developing Nations, *High School Students, Hypothesis Testing, *Intellectual Development, *Seniors
(11) Identifiers--*Africa

EXPLANATION OF BIBLIOGRAPHIC CITATION

(1) ED 038 546
This is the Research in Education (RIE) identification number of the document. It serves as the name for the document and should be used when ordering the material from ERIC Document Reproduction Service (EDRS). In some cases an SO prefix will appear in this field. This is the number assigned by our clearinghouse, and indicates that this document hasn't yet appeared in RIE. When it does, it will also have an ED number.

(2) Beyer, Barry K.; And Others
The principal author, editor, or organization associated with the writing of the document is listed.

(3) AFRICA: A DATA BOOK.
Title of document.

(4) Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa.
This (source) indicates where the document was obtained by the Center.

(5) Office of Education (DHEW), Washington, D.C.
This field indicates the sponsoring agency of the project.

(6) Bureau No--BR-7-0724
The sponsoring agency assigns an identification number to the project it is funding.

(7) Pub Date 8 Jul 70
This field indicates the publication date of the document. In most cases the date is obtained from the document. In a few cases, when no date of publication is on the document, the date is estimated based on the best information available in the document.

(8) Note--106p.
The number of pages in the document is indicated in field eight. Use of this field will provide information concerning the length of the document.

(9) EDRS Price MF-$.50 HC-$5.40
The microfiche (MF) and hardcopy (HC) prices issued by EDRS are indicated in this field. The document would cost $0.50 in microfiche and $5.40 in hardcopy.

(10) Descriptors...
Descriptors provide an indication of the ideas included in the document. Each term, such as *Data Analysis, has been selected by an information analyst because the term is important for the identification of the document. Terms marked with an asterisk represent primary ideas in the document; the other terms represent ideas of lesser importance. You can use this information to narrow the number of documents you want to review.

(11) Identifiers...
A term (usually a proper noun) which does not exist in the vocabulary of descriptors but which serves to further identify content.

Teaching Guides and Curriculum Materials

1. ED 030 010
AFRICA SOUTH OF THE SAHARA: AN OBJECTIVE TEST FOR SECONDARY SCHOOLS. A WORLD REGIONS PERCEPTION SURVEY.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR -7-0724
Pub Date (68)
Contract--OEC-3-7-070724-2970
Note--16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors--*African Culture, Attitude Tests, *Cultural Awareness, *Diagnostic Tests, Geographic Concepts, *Geographic Regions, Individual Tests, Objective Tests, Secondary School Students, Social Studies, *Student Attitudes, Student Testing
Identifiers--*Africa, Project Africa

Designed by Project Africa of Carnegie-Mellon University, these two test instruments have been used to discover what selected American secondary school students know or believe about Africa and other regions of the world. The first instrument, a 30-minute objective test, "Africa South of the Sahara," is comprised of 60 multiple-choice and matching questions. An answer key is provided. The second test, "A World Regions Perception Survey," asks students to match 90 selected vocabulary terms with any of seven regions of the world--North America, South America, Europe, Russia, Asia, the Middle East, and Africa south of the Sahara. A world map and directions for administration of both tests are included. (See ED 023 692 and ED 023 693 for the reports of the projects in which these tests were used.)

2. ED 032 324
AFRICA SOUTH OF THE SAHARA, RATIONALE AND INTRODUCTION: AN EXPERIMENTAL PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING GUIDE.
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-7-0724
Pub Date 69
Contract--OEC-3-7-070724-2970
Note--67p.
EDRS Price MF-$0.50 HC-$3.45
Descriptors--*African Culture, Audiovisual Aids, Cultural Background, *Curriculum Development, Inductive Methods, *Instructional Materials, *Social Studies, Social Studies Units, Socioeconomic Influences, Teaching Methods, World Geography, World History
Identifiers--*Africa, Project Africa

The articulation of a rationale for Project Africa's instructional program, the collection of materials for improving inquiry-oriented instruction at the secondary level about Africa south of the Sahara, and the preparation of teaching and study guides have been completed. This geographic region, rather than the whole continent, was chosen to allow for an in-depth study of a unique African region, the understanding of which "is vital to any understanding of the African continent." The development of learning materials was based on teaching the student to identify the purpose for inquiry, to build and test a hypothesis, to draw conclusions, and to apply those conclusions to new data. The curriculum was divided into three areas of study: the cultural background of Africans south of the Sahara, the social and economic forces which have affected them in the past, and the impact of modern ideas and technology on the African way of life. (The initiatory unit for the study of Africa south of the Sahara is included.) See ED 030 010, ED 023 692, ED 023 693, and TE 499 919-499 921 for additional Project Africa materials.

3. ED 038 546
Beyer, Barry K.; And Others
AFRICA: A DATA BOOK.
Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau No--BR-7-0724
Pub Date 8 Jul 70
Note--106p.
EDRS Price MF-$.50 HC-$5.40
Descriptors--*Data Analysis, *Data Collection, *Developing Nations, *High School Students, Hypothesis Testing, *Intellectual Development, *Seniors
Identifiers--*Africa

A data book designed for use by high school seniors to investigate the problems and processes of nation-building in Africa south of the Sahara today has been prepared. The book consists of two parts. Part I contains descriptions of the geographic, social economic, political, and historical features of 24 sub-Saharan African nation-states. Part II concentrates on the various aspects of the economic, political and social structures of these and other sub-Saharan African nation-states. Maps, graphs, charts, and tables are modes employed to convey information and to assist the students in developing skills of analysis. The data included are highly selective. The book offers an ideal opportunity for the students to engage in all types of intellectual inquiry, including hypothesizing about problems or features of African national development and testing hypotheses formed by others as well as themselves. Related documents are: ED 023 692, ED 023 693, ED 030 010, ED 032 324, ED 032 325, , ED 032 326, ED 032 327, ED 033 249, and ED 037 586.

4. ED 038 545
Beyer, Barry K. And Others
EVALUATION OF AFRICA SOUTH OF THE SAHARA. AN INQUIRY PROGRAM FOR GRADES 7-10.
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau No--BR-7-0724
Pub Date 69
Note--139p.
EDRS Price MF-$0.75 HC-$7.05
Descriptors--Field Studies, *Instructional Materials, *Program Evaluation, Secondary Schools, Student Opinion, Teacher Attitudes, *Teaching Guides
Identifiers--*Project Africa

Project Africa, a social studies curriculum research and development project, is primarily engaged in testing new materials and techniques for teaching about Africa south of the Sahara in American secondary schools. The purpose of this technical report is to highlight the program's strengths and weaknesses from a variety of viewpoints--those of scholars, teachers and students. Evaluation data, collected by a variety of instruments and procedures, will be used to design new materials and techniques for teaching about Africa. The document should be used as a working paper with constant reference to the instructional materials and teaching guides. The Project materials are now available to interested educators to refine further and to adapt to the specific needs, interests and abilities of their own particular students.

5. ED 023 693
Beyer, Barry K.; Hicks, E. Perry
IMAGES OF AFRICA: A REPORT ON WHAT AMERICAN SECONDARY SCHOOL STUDENTS KNOW AND BELIEVE ABOUT AFRICA SOUTH OF THE SAHARA.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-7-0724
Pub Date 68
Contract--OEC-3-7-070724-2970
Note--40p.
EDRS Price MF-$0.25 HC-$2.10
Descriptors--*African Culture, Area Studies, Developing Nations, *Geographic Regions, *Geography Instruction, Instructional Materials, Negro Culture, Negro History, Non Western Civilization, Program Evaluation, *Social Studies, *Student Evaluation, Student Testing, World Affairs, World Geography, World History
Identifiers--*Africa, Project Africa
"Project Africa" surveyed selected seventh and 12th-grade students in 24 states to determine (1) the specific nature of their images of Africa south of the Sahara, both before and after any formal study of this region, and (2) the types and accuracy of the students' knowledge about the region and its peoples. In one survey, students were asked to match stimulus words with regions of the world. In a second survey, a multiple choice test consisting of questions exclusively on Africa was used. The results of these surveys indicated that students have a stereotyped and inaccurate image of the region and that their basic knowledge about it is minimal. The conclusion is that, because students leaving secondary school should have a basic understanding of Africa, the region south of the Sahara must receive more adequate treatment, in both quantity and quality, than it presently does receive. (See also TE 499 973).

6. SO 000 223 (Should appear in February issue of RIE)
Beyer, Barry K.; Hicks, E. Perry
A SOCIAL STUDIES CURRICULUM PROJECT TO DEVELOP AND TEST INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS. PROJECT AFRICA. FINAL REPORT.
Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa
Spons Agency--Office of Education (DHEW), Washington, D. C., Bureau of Research
Bureau No--BR-7-0724
Pub Date 70
Contract--OEC-3-7-070724-2970
Note--125p.
EDRS Price MF-$0.50 HC-$6.35
Descriptors--*African Culture; Cross Cultural Studies; *Curriculum Development; Curriculum Research; *Inquiry Training; Instructional Materials; Interdisciplinary Approach; Resource Units; *Secondary Grades; *Social Studies; Social Studies Units
Identifiers--*Project Africa; Africa
Project Africa's report summarizes: 1) its background and rationale, structure, and staff, 2) curriculum materials design, development, field trial and evaluation, 3) other project dissemination activities. Three different groups of materials were developed by the project. The most comprehensive was a flexible, sixteen-week program of study, "Africa South of the Sahara: An Inquiry Program for Grades 7-10" (ED 030 010, ED 032 324-032 327, ED 038 545). The second group consisted of resource units and associated materials for use in twelfth grade courses (ED 023 692, ED 037 586, ED 038 546, ED 039 260, ED 040 912). Finally, a prototype programed text on the "Geography of Africa" was published (ED 033 249). All materials are based on research into existing student knowledge (ED 023 693), existing materials, and suggestions of experts. These materials are multidisciplinary in approach for use with an inquiry-teaching strategy, can be used by students of average ability, and by teachers untrained either in African studies or in inquiry-teaching. Dissemination activities included: a model of a useful inservice teacher training program. Conclusions and recommendations concerning the effectiveness of the project are discussed.

7. ED 032 327
CHANGING AFRICA, TOPIC 3. AFRICA SOUTH OF THE SAHARA: A PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING AND STUDENT GUIDES.
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Burueau No--BR-7-0724
Pub Date 69
Contract--OEC-3-7--070724-2970
Note--125p.
Available from--ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)
EDRS Price MF-$0.50 HC Not Available from EDRS.
Descriptors--*African Culture, Area Studies, Community Characteristics, Cultural Factors, Educational Improvement, Environmental Influences, Ethnic Groups, Rural Urban Differences, Secondary Education, *Social Change, Social Characteristics, *Social Studies Units, Socioeconomic Influences, Study Guides, *Teaching Guides, Teaching Methods, Urban Culture.
Identifiers--*Africa, Project Africa
This teaching guide and student text deal with four areas of change in contemporary Africa: (1) social change and the presence of industrialization, (2) changing patterns of work from a rural to an industrial-urban economy, (3) the impact of changing patterns in education on the lives of Africans, and (4) the nature of African cities and urban living. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids, and student study guides, in addition to suggested activities for concluding the entire project on Africa south of the Sahara. The student text contains recommended reading selections and specific background information on the changing social, educational, political, and economic environment in Africa. (Not available in hard copy due to marginal legibility of original document.)

8. EJ 007 180
A HUGE DROP OF MILK Clark, Leon E., EDUCATORS GUIDE TO MEDIA AND METHODS v5 n7, pp28-32, 68, Mar '69
*African Culture, *Literature, *Literary History, Autobiographies, Literature Appreciation, Negro Culture, Non Western Civilization, Novels, Poetry
A brief investigation of the value and place of African literature in the classroom followed by excerpts from and descriptions of selected African literature, including fiction, plays, poems, biographies.

9. SO 000 190 (Should appear in February issue of RIE)
Coburn, Barbara; And Others
TEACHING ABOUT AFRICA SOUTH OF THE SAHARA; A GUIDE AND RESOURCE PACKET FOR NINTH GRADE SOCIAL STUDIES.
State Univ. of New York, Albany; New York State Education Department, Albany, Bureau of Secondary Curriculum Development
Spons Agency--New York State Education Department, Albany, Bureau of Secondary Curriculum Development
Pub Date 70
Note--285p.
EDRS Price MF-$1.25 HC-$14.35
Descriptors--African Culture; *African History; Case Studies; Concept Teaching; *Grade 9; *Inductive Methods; Inquiry Training; Instructional Materials; Multimedia Instruction; *Resource Materials; Secondary Grades; Social Change; Social Studies Units; *Teaching Guides; Urbanization
This guide provides a sampling of reference materials which are pertinent for two ninth grade units: Africa South of the Sahara: Land and People, and Africa South of the Sahara: Historic Trends. The effect of urbanization upon traditional tribalistic cultures is the focus. A case study is used to encourage an inductive approach to the learning process. It is based upon the first hand accounts of Jomo Kenyatta and Mugo Gatheru as they grew up within the traditions of their ethnic group--the Kikuyu of Kenya. Materials using the "mystery story" approach are included for an analysis of the iron age culture at Zimbabwe. The case study package purposely does not go into detail on such steps as the identification of theme and the determination of procedures to encourage individualization. The latter part of the guide is arranged as a reference section by subtopic or understanding including questions suggesting the direction of inquiry, and pertinent reading selections, diagrams, maps and drawings. Finally, an annotated bibliography lists materials that are currently in print or available through regional libraries. Other media available from commercial suppliers are suggested throughout the guide.

10. SO 000 269 (Should appear in March issue of RIE)
Collins, H. Thomas; And Others
TEACHING ABOUT AFRICA.
African-American Institute, New York, N.Y.
Pub Date (70)
Note--46p.
EDRS Price MF-$0.25 HC-$2.40
Descriptors--*African Culture; *African History; *African Literature; Elementary Grades; *Resource Guides; *Resource Materials; Secondary Grades.

This is a resource and teacher guide to African studies intended for elementary and secondary levels. "Teaching About Africa," the first section, consists of Teachers Aids and Resource Material Memos which provide supplementary and evaluative information on the items listed. The Teacher Aids are: 1) Studying Africa, Questions to be Considered; 2) African Studies Association-Committee on Teaching About Africa (Register of Specialists); 3) Films on Africa (Sources); and, 4) Teaching About African Climate. The Resource Material Memos include: 1) History Books and African Studies; 2) The Periodical Tarikh: Possible Uses in American Schools; 3) A Summary Note on the Possible Uses of African Literature in American Schools; 4) African Periodicals and Magazines for Use in American Elementary Schools; 5) African Newspapers; 6) Teaching About Africa in American Schools: African Reference Books; 7) African Literature for Use in American Elementary Schools K-6; 8) Teacher Reference Materials for African Slave Trades; 9) Southern Africa. A second section, "African Society and Culture," comprises the results of a workshop on methods and materials for teachers, and includes such subject areas as history, art and geography. Sources, prices, and suggested use are provided for films, records, periodicals, wall charts, etc.

11. ED 037 586
Garland, William E.
TRADITIONAL AFRICAN RELIGION: A RESOURCE UNIT.
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.
Spons Agency--Office of Education, Washington, D. C.
Bureau No--BR-7-0724
Pub Date 70
Note--73p.
EDRS Price MF-$0.50 HC-$3.75
Descriptors--*African Culture, African History, *Annotated Bibliographies, High School Students, Instructional Materials, *Non Western Civilization, *Religious Conflict, *Social Studies Units.
Identifiers--*Project Africa

This resource unit is based on research conducted by Lynn Mitchell and Ernest Valenzuela, experienced classroom teachers of African history and culture. The unit consists of an introduction by Mr. Garland and two major parts. Part I is an annotated bibliography of selected sources on various aspects of traditional African Religion useful in classroom study. Part II consists of a model teaching unit of two weeks duration, built on an inquiry teaching strategy and utilizes a variety of audio and visual as well as written materials designed for use by high school students. The teaching plan and instructional materials which comprise this unit have not been tested in any classroom setting but are presented as a model of one possible way to introduce a study of traditional African religion. Related documents are ED 023 692, ED 023 693, ED 030 010, ED 032 324-ED 032 327, and ED 033 249.

12. ED 040 912
Garland, William E.
URBANIZATION IN AFRICA. A RESOURCE UNIT. PROJECT AFRICA, 1970.
Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa.
Spons Agency--Office of Education (DHEW), Washington D. C. Bureau of Research.
Bureau No--BR-7-0724
Pub Date 70
Contract--OEC-3-7-070724-2970
Note--91p.
EDRS Price MF-$0.50 HC-$4.65
Descriptors--*African Culture, Annotated Bibliographies, Cross Cultural Studies, Grade 12, *Inquiry Training, *Instructional Materials, Secondary Grades, Social Change, Social Studies, *Social Studies Units, Socioeconomic Influences, Teaching Guides, *Urbanization
Identifiers--*Africa, Project Africa

The introduction to this suggested resource unit discusses several different approaches to the study of urbanization and its impact in Africa south of the Sahara. Part I of this unit includes an annotated bibliography of selected sources. The brief descriptions of selected materials should prove useful in classroom study, and in the development of units of study organized along the lines of one or more of the approaches suggested. Part II consists of a model teaching unit which is built on an inquiry-teaching strategy. A variety of materials are utilized to explore the impact of urban life on individual Africans, their responses to this way of life, and implications of these responses for the students themselves. It is designed for use by high school seniors. Daily lesson plans, outlines of materials and copies of handouts, work sheets, study guides, and selected reading materials for student use are included. Some related materials are: ED 023 692, ED 023 693, ED 030 010, ED 032 324-032 327, and ED 033 249.

13. ED 032 326
HISTORY OF AFRICA, TOPIC 2. AFRICA SOUTH OF THE SAHARA: AN EXPERIMENTAL PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. TEACHING AND STUDENT GUIDES.
Carnegie-Mellon Univ., Pittsburgh, Pa., Project Africa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-7-0724
Pub Date 69
Contract--OEC-3-7-070724-2970
Note 249p.
Available from--ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)
EDRS Price MF-$1.00 HC Not Available from EDRS
Descriptors--*African Culture, *African History, Area Studies, Community Characteristics, Cultural Factors, Cultural Traits, Environmental Influences, Ethnic Groups, History Instruction, Secondary Education, *Social Studies Units, *Socioeconomic Influences, Study Guides, *Teaching Guides, Teaching Methods
Identifiers--*Africa, Project Africa

An historical perspective on the social, political and economic events of the past which were instrumental in shaping modern Africa is presented in this curriculum program. Contained in the teaching guide and student text are units on (1) prehistoric Africa and the mystery of the Zimbabwe kingdom, (2) pre-twentieth century black African kingdoms, (3) the slave trade and its effect on African development, (4) the impact of European colonialism on the African peoples, and (5) the growth of African nationalism and African independence. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids and guides for using them, maps, glossaries, and student study guides. The student text contains specific background information on the history of Africa and recommended reading selections. (Not available in hard copy due to marginal legibility of original document.)

14. EJ 002 623
THE CLASSROOM POTENTIAL OF WEST AFRICAN LITERATURE Hoon, Nancy M.; Abell, Richard P., SOCIAL EDUCATION v33 n4, pp418-424, 428, Apr '69
*English Curriculum, *Social Studies, *Literature, *African Culture, *Educational Resources, Annotated Bibliographies, Cultural Understanding, Negro Students, Students, (West Africa)
Discusses the rationale for studying West African literature; fiction, drama, or poetry to develop an understanding of other people; and the specific ways in which it may fit into the existing curriculum.

15. EJ 015 464
MYTHS ABOUT TROPICAL AFRICA CREATED BY MOTION PICTURES, OR, BARTERING WITH THE NATIVES (I'LL TRADE YOU THESE HUNKS OF OLEOMARGARINE FOR ALL YOUR COWS AND CHICKENS...) Maynard, Richard A., MEDIA AND METHODS--EXPLORATION IN EDUCATION v6 n6, pp47-50, 66 Feb '70
*African Culture, *Films, *Film Study, Social Studies Units, *Ethnic Stereotypes, Teaching Guides, African History, Student Developed Materials, Secondary School Students
A proposed teaching unit for high school students using the films that have created and reinforced myths about Africa, in order to analyze and expose those myths. A teacher's bibliography and list of film sources are appended; illustrated.

16. ED 036 548
Oliver, Donald W.; Newmann, Fred M.
COLONIAL KENYA: CULTURES IN CONFLICT. PUBLIC ISSUES SERIES/HARVARD SOCIAL STUDIES PROJECT
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-5-0669
Pub Date 68
Grant--OEG-3-10-142
Note--64p.
Document Not Available from EDRS.
Descriptors--*African Culture, *Colonialism, Cultural Differences, *Culture Conflict, Economic Development, European History, Political Power, Secondary Education, Social Action, *Social Problems, *Social Studies, Teaching Guides, Violence, Western Civilization
Identifiers--*Kenya

Case studies which focus on individuals in crucial situations, sequences of challenging questions about values and facts, methods ranging from objective questions to "games" to promote inquiry and reasoned analysis, and techniques which help students understand the discussion process, are employed in this unit to convey fundamental and persistent issues reflected in the 20th century history of Kenya. The focus on the different ways in which Europeans and Kenyans view reality, for example, brings out such issues as: the purpose and meaning of land, work, of kinship and family, of religion and law. This unit can be studied directly by the high school student, or taught according to the needs and objectives of individual students and teachers.

17. ED 036 281
Paden, John N.; Soja, Edward W.
THE AFRICAN EXPERIENCE. VOLUME I: SYLLABUS LECTURES; VOLUME II: BIBLIOGRAPHIC REFERENCES; VOLUME IIIA: INTRODUCTORY ESSAYS; VOLUME IIIB: INTRODUCTORY ESSAYS.
Northwestern Univ., Evanston, Ill.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research
Bureau No--BR-6-2863
Pub Date Sep 69
Contract--OEC-3-7-062863-1661
Note--1352p.
Available from--Northwestern University Press, Evanston, Illinois 60201 (Hardback-$30, Paper-$15; Single volumes also available)
EDRS Price MF-$5.00 HC-$67.70
Descriptors--*African American Studies, African Culture, African History, African Languages, *Bibliographies, Cultural Education, *Curriculum, *Higher Education, *Instructional Materials
Identifiers--*Africa

In response to demands for more and better teaching about Africa in American higher education, the U.S. Office of Education requested that the Program of African Studies at Northwestern University generate a set of teaching materials which could be used in introductory undergraduate courses. Included in these volumes, these materials provide reference sources, information for classroom use, and original introductory essays on the African experience. Volume I contains about 90 topic summaries to aid teachers in preparing lectures for a 1-year introductory course. The topics cover the social, cultural, economic, and political development of Africa from primitive through modern times. Volume II contains a bibliography of over 2500 references divided into 5 major categories: 1) introductory works or required student readings; 2) research material for more advanced students; 3) available but relatively inaccessible works such as dissertations, conference proceedings, etc.; 4) African case studies; and 5) theoretical works or classic case studies. Volume III contains 25 original essays in 5 major areas: 1) African Society and Culture; 2) Perspectives on the Past; 3) Processes of Social Change; 4) Consolidation of Nation-States; and 5) Africa and the Modern World.

18. ED 032 325
PEOPLES OF AFRICA, TOPIC 1. AFRICA SOUTH OF THE SAHARA: A PROGRAM OF STUDY FOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS. (TEACHING AND STUDENT GUIDES).
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-7-0724
Pub Date 69
Contract--OEC-3-7-070724-2970
Note--189p.
Available from--ERIC Clearinghouse on the Teaching of English, 508 So. Sixth St., Champaign, Ill. 61820 (on loan only)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors--*African Culture, Area Studies, Community Characteristics, *Cross Cultural Studies, Cultural Factors, Cultural Traits, Environmental Influences, *Ethnic Groups, Physical Characteristics, Secondary Education, Social Characteristics, Social Structure, *Social Studies Units, Study Guides, *Teaching Guides, Teaching Methods
Identifiers--*Africa, Project Africa

This teaching guide and student text for Project Africa's curriculum program, "Africa South of the Sahara," deal with how four typical contemporary African peoples acquired their present way of life: (1) the Hausa of Northern Nigeria, (2) the Kung Bushmen of the Kalahari Desert, (3) the Mech'a Galla of Ethiopia, and (4) the Kikuyu of Kenya. Techniques of classification and an inquiry-oriented teaching strategy based on a scientific approach are emphasized. The teacher's guide contains detailed lesson plans, suggestions for classroom procedure, lists of instructional aids, guides in using these aids, maps, glossaries, and student study guides. The student text contains specific background information on the peoples studied, reading lists, and newspaper selections. (Not available in hard copy due to marginal legibility of original document.)

19. ED 033 249
Witthuhn, Barton; And Others
GEOGRAPHY OF AFRICA; AN EXPERIMENTAL PROGRAMMED TEACHING UNIT.
Carnegie-Mellon, Univ., Pittsburgh, Pa. Social Studies Curriculum Center.
Bureau No--BR-7-0724
Pub Date 69
Note--191p.
EDRS Price MF-$0.75 HC-$9.65
Descriptors--Climatic Factors, *Curriculum Research, *Geography, *High School Students, Individualized Instruction, Maps, *Social Studies
Identifiers--*Africa

This programmed text of basic geography was created by Project Africa, a social studies curriculum research and development project established at Carnegie Mellon University (Pittsburgh, Pennsylvania). This material is intended to serve as an independent study aid for students who wish to understand basic geographic principles of location, seasons and climate, especially as they apply to Africa. Although the program is designed for high school social studies, the appended maps have been tested and incorporated into other parts of a sixteen-week, junior high school program of study on Africa south of the Sahara.

Other Resources

20. ED 035 991
AFRO--AMERICAN INSTRUCTIONAL CURRICULUM LABORATORY.
Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich.
Spons Agency--Office of Education, (DHEW), Washington, D. C. Bureau of Research.
Report No--MOREL-693-3M
Bureau No--BR-6-1465
Pub Date Jul 69
Contract--OEC-3-7-061465-3071
Note--44p.
EDRS Price MF-$0.25 HC-$2.30
Descriptors--*African American Studies, *Annotated Bibliographies, Audiovisual Aids, Bibliographic Citations, *Bibliographic Coupling, Cultural Education, *Curriculum Guides, Instructional Materials, *Instructional Program Divisions, Intermediate Grades, Junior High Schools, Lesson Plans, Negro Culture, Negro History, Negro Literature, Primary Grades, Resource Guides, Senior High Schools

This document was developed as a resource guide for the selection of Afro-American curriculum materials for grades K-12. The major section is an annotated bibliography that includes 282 citations, most of which have been copyrighted since 1960. A reprint series is also included that lists 44 annotated citations on the older literature. A notable feature is that each selection has been put into a recommended grade level and each grade level is further subdivided under biography, fiction, poetry, or reference. A separate section recompiles the citations under a graded index, including 50 titles recommended for adults. Two short sections are devoted to audiovisual materials. The final section contains actual lesson outlines on Southern Africa for grades 6 and 7, and on Western Africa, especially Ghana and Nigeria, for grades 8 and 9.

21. EJ 016 912
AFRICAN MAGAZINES FOR AMERICAN LIBRARIES
Berman, Sanford, LIBRARY JOURNAL v95 n7, pp1289-1293, Apr 1 '70
*Periodicals, *Library Collections, *African American Studies, *African Culture, African History, Bibliographies, (*Africa)
From the varied spectrum of African periodical publishing, a selection of particular interest--an annotated bibliography of English-language titles produced wholly (or mainly) by Africans in Africa.

22. ED 023 692
Beyer, Barry K., Ed.
AFRICA SOUTH OF THE SAHARA: A RESOURCE GUIDE FOR SECONDARY SCHOOL TEACHERS. INTERIM REPORT.
Carnegie-Mellon Univ., Pittsburgh, Pa.
Spons Agency--Office of Education (DHEW), Washington, D. C., Bureau of Research.
Bureau No--BR-7-0724
Pub Date 68
Contract--OEC-3-7-070724-2970
Note--217p.
EDRS Price MF-$1.00 HC-$10.95
Descriptors--*African Culture, Annotated Bibliographies, Audiovisual Aids, Biographies, *Curriculum Development, History, *Instructional Materials, *Secondary Education, *Social Studies, Student Attitudes, Teaching Guides
Identifiers--*Africa, Project Africa
Information to help educators develop a program of study about Africa south of the Sahara is presented in this guide for use with secondary school students. Appropriate objectives for a study of this region and its people are stated: the acquisition of sufficient information to make contemporary Africa intelligible, the formulation of concepts useful in organizing future information about the people and the countries, and the development of the intellectual skills of inquiry and generalization. Included are guidelines for instruction; a survey of the literature on teaching about the region; a summary of the literature on teaching about the region; a summary of the attitudes toward Africa held by American secondary school students; an extensive annotated bibliography listing materials and audiovisual aids on curriculum development, teaching improvement, Africa south of the Sahara, West Africa, East Africa, Central Africa, Southern Africa, and specific countries; and a bibliography of recommended basic instructional materials on the region. (See also ED 023 693).

23. EJ 020 894
THE BIG PITCH OR, SELECTING MATERIALS ON AFRICA CAN BE STICKY
Beyer, Barry K., MEDIA AND METHODS--EXPLORATION IN EDUCATION, v6 n8, pp44-7, 66, 68, 70, '70 Apr
*Instructional Materials, *Evaluation Criteria, *African Culture, Textbook Bias, Reading Material Selection, Content Analysis, Instructional Films, African History, Social Studies, Audiovisual Aids
Discusses some of the flaws that commonly exist in instructional materials on Africa.

24. ED 026 886
Beyer, Barry K.
MEDIA GUIDE TO AFRICA.
Pub Date Mar 69
Note--5p.
Available from--North American Publishing Co., 134 N. 13th St., Philadelphia, Pa. 19107.
Journal Cit--Media and Methods; v5 n7 p36-40 Mar 1969
Document Not Available from EDRS.
Descriptors--*African Culture, *Audiovisual Aids, *Instructional Materials, Social Studies
Identifiers--Africa
A variety of instructional materials for use in teaching about Africa are discussed, ranging from films and slides to maps and replications of African art.

25. ED 039 260
Beyer, Barry K.
NEW INSTRUCTIONAL MATERIALS ON AFRICA SOUTH OF THE SAHARA (1969-1970). A SUPPLEMENT TO AFRICA SOUTH OF THE SAHARA: A RESOURCE AND CURRICULUM GUIDE.
Carnegie-Mellon Univ., Pittsburgh, Pa. Project Africa
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-7-0724
Pub Date 70
Contract--OEC-3-7-070724-2970
Note--52p.; Supplement to ED 023 692 ("Africa South of the Sahara: A Resource Guide for Secondary School Teachers") published by Thomas Y. Crowell Co. under title "Africa South of the Sahara: A Resource and Curriculum Guide."
EDRS Price MF-$0.25 HC-$2.70
Descriptors--*African Culture, African History, *Annotated Bibliographies, Atlases, *Audiovisual Aids, Economics, Filmstrips, Fine Arts, *Instructional Materials, Music, Negro Culture, Negro Literature, Periodicals, Phonograph Records, Secondary Education, *Social Studies, Textbooks, Transparencies
Identifiers--Africa

This guide cites instructional materials on Africa south of the Sahara which have become available since February 1969. Acknowledging the probability of inaccuracies in the majority of the materials cited, the guide neither evaluates nor promotes items, but simply presents annotations of readings, textbooks, fact sheets, atlases, African periodicals, film strips, transparencies and records which are intended to broaden the user's knowledge of African people, lands, fine arts, literature, music, economy, and history. The material is organized under regional groupings and then under individual countries: Ghana, Mali, Nigeria, Ethiopia, Kenya, Sudan, Tanzania, Uganda, Chad, Rhodesia, and the Republic of South Africa. Publisher's addresses are listed.

Comparative Education

26. EJ 000 498
CONFERENCE ON EDUCATION IN AFRICA (NAIROBI, KENYA, JULY 16-27, 1968), SCHOOL AND SOCIETY v97 n2314, pp41-42, Jan '69

*African Culture, *Primary Education, *Teacher Supply and Demand, Conferences, *Manpower Development, Foreign Culture, Educational Facilities, (UNESCO, Organization of African Unity, OAU, Nairobi, Kenya)

Reform of the primary educational structure was endorsed by educational leaders from 35 African states who on July 27, 1968 concluded a 12-day conference. Also noted were: Chronic shortage of secondary teachers; need for studies on more economical use of facilities; and research needs on wider use of African languages.

27. EJ 000 035
EDUCATIONAL PROGRESS IN DEVELOPING COUNTRIES, SCHOOL AND SOCIETY v97 n2315, pp119-120, Feb '69

*Educational Improvement, *Enrollment, *Enrollment Rate, *Developing Nations, Educational Quality, Teaching Quality, Primary Education, Secondary Education, (*Africa, UNESCO, Organization of African Unity)

A second report on the above conference focusing on the concern over the lag in primary and secondary educational expansion which was called for at the UNESCO Conference in 1961.

28. SO 000 361 (Should appear in March issue of RIE)
Kraft, Richard J.
THE EDUCATION "INDUSTRY" IN AFRICA.
Colorado University, Boulder, School of Education.
Pub Date (70)
Note--23p.
EDRS Price MF-$0.25 HC-$1.25
Descriptors--Comparative Education, *Developing Nations, Economic Factors, Educational Change, *Educational Development, *Educational Economics, *Educational Needs, Educational Objectives, Educational Opportunities, Social Factors, *Socioeconomic Influences

Education, according to various established criteria, can be classified as an industry, and in many African nations it is the largest industry. Yet, when judged by standard measures of industrial success, such as whether the economic outcomes justify the amount spent, the answer is generally no. The thesis that most African nations are attempting to educate too many students too fast at too high a cost can be supported by a consideration of the economic, political and social consequences of these actions. For example, the location of schools in highly developed areas, which is dictated by the lack of transportation facilities, results in an increased educational gap between urban and rural population; large financial deficits have accrued in attempting to meet the projected educational expansion; African cities are flooded with unemployed primary and secondary graduates. Measures which may be politically unpopular will have to be implemented to make education in Africa a productive enterprise, such as tailoring the curriculum to the needs of an agricultural nation; consider shifting financial allotments from education to industry in order to provide jobs; limiting educational opportunity. (A bibliography, topical maps and tables of educational statistics are attached.)

29. EJ 015 540
TEACHER EDUCATION IN AFRICA Shrigley, Robert L., PEABODY JOURNAL OF EDUCATION v47 n4, pp221-3, Jan '70
*Teacher Education, *Elementary School Teachers, Curriculum, College Faculty, (*Africa, Nigeria)
Describes the author's experience as a teacher at Kano Teacher's College in Nigeria, in terms of the curriculum offered, requirements for admittance and graduation, and the qualifications of the teaching staff.

African Studies in the Curriculum

30. EJ 007 754
BLACK OR NEGRO HISTORY? A CROSSROADS IN CONCEPT Cuban, Larry, EDUCATIONAL PRODUCT REPORT v2 n8-9, pp23-25, May-Jun '69
*African American Studies, *Negro History, *Negro Literature, Cultural Education, Negro Culture, Negro Education
The decision of whether to teach Black History or Negro History turns on whether the basic intent of the course is to instill pride, dignity and racial awareness, or to straighten out distortions and incorporate information about blacks into the mainstream of history. The former approach, perhaps has its place, but it is not in the public schools.

31. EJ 002 179
BLACK STUDIES AND THE UNIVERSITY, INTEGRATED EDUCATION v7 n2, pp27-33, Mar-Apr '69
*College Curriculum, *Curriculum Development, *African American Studies, Negro Culture, Interdisciplinary Approach, (Northwestern University)
In light of the experience at Northwestern University in establishing a Black Studies Curriculum, the article makes some rather specific suggestions for curriculum organization based on two assumptions: 1) the study of black culture can animate and enrich the university and, 2) the university can enrich the study of black culture and place it in a necessary philosophical and educational context.

32. EJ 006 013
WHAT SHOULD BE THE ROLE OF AFRO-AMERICAN EDUCATION IN THE UNDERGRADUATE CURRICULUM? Hare, Nathan, LIBERAL EDUCATION v55 n1, pp42-50, Mar '69
*African American Studies, *Negro Students, *Curriculum Development, *Higher Education, Black Community
Maintains that Black studies must be taught from a Black perspective and be based on both ideological and pedagogical Blackness.

33. ED 032 809
Richardson, Irvine, Comp.
THE RELATIONSHIP OF AFRICANISTS TO AFRO-AMERICAN STUDIES; REPORT OF A CONFERENCE (EAST LANSING, MICHIGAN, APRIL 25-26, 1969).
Spons Agency--Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No--BR-8-0075
Pub Date (69)
Contract--OEC-0-8-000075-3422
Note--38p.
EDRS Price MF-$0.25 HC-$2.00
Descriptors--*African American Studies, Conference Reports, Cultural Education, Curriculum Development, Educational Interest, Federal Programs, Inservice Teacher Education, *Instructional Materials, Language Instruction, Material Development, *Program Descriptions, *Program Development, School Community Cooperation, Secondary Schools, Student Motivation, Swahili, Teacher Background, *Teacher Education, Universities

This report of a conference at Michigan State University on ways in which the Africanist is, and might be, related to Afro-American studies emphasizes examples of present cooperation and suggestions for the future. Present efforts in secondary schools, universities, and the U.S. Office of Education are described. Suggestions for teaching materials, further program development, and the teaching of Swahili; as well as problems of teacher background, organization of Afro-American studies within existing systems, and popular acceptance are included. Some suggestions are advanced for solutions to teacher training and teaching materials problems. Background on the conference's organization, the motivation and demand for Afro-American studies, and the relation of African specialists to such studies are described briefly in an introduction. An appendix lists conference participants and summer institutes and inservice programs.

34. ED 034 488
STANDING COMMITTEE TO DEVELOP THE AFRO-AMERICAN STUDIES DEPARTMENT. A PROGRESS REPORT.
Harvard Univ., Cambridge, Mass.
Pub Date 22 Sep 69
Note--4lp.
EDRS Price MF-$0.25 HC-$2.15
Descriptors--*African American Studies, African Culture, African History, Black Community, *College Majors, *Departments, *Higher Education, *Intellectual Disciplines, Negro Culture, Negro History, Negro Literature, Units of Study (Subject Fields)
Identifiers--*Harvard University

This report provides a general description of the inter-disciplinary Department of Afro-American Studies at Harvard University scheduled to open in the fall of 1969. Previously a program, Afro-American Studies was voted departmental status by a faculty vote in April 1969. Descriptions are provided for courses to be offered in: black civilization, history of slavery, Ethiopian history and religion, Africa and world politics, Caribbean social structure, black labor and politics, Boston's black community, philosophy of the black movement, black rights, African and West Indian history, African art history, American Negro poetry, and American Negro literature. Biographical data of the 9 professors and lecturers are included. Four recommendations are offered concerning the scope and functions of the department. The report also provides a general description of the proposed W.E.B. DuBois Institute for Afro-American Research. The purpose of the institute will be to "stimulate inquiry into problems...to facilitate research programs...and to find programs which will provide insights into the problems facing black people..." Descriptions are provided of the work of the Library Resources Subcommittee and two discussion series with Boston area universities concerning cooperative work in Afro-American studies. The appendices include a prospectus on the proposed institute. A supplement offers information on related courses in other departments and schools.

Information on Africa

35. ED 027 309
Ashworth, Mary
ENGLISH IN AFRICA: THE PERSPECTIVE OF A CANADIAN TEACHER.
Pub Date Jan 69
Note--9p.
Journal Cit--The English Quarterly, A Publication of the Canadian Council of Teachers of English; v2 n1 p81-8 Jan 1969
EDRS Price MF-$0.25 HC-$0.55
Descriptors--*African Culture, African Languages, Bilingual Education, *Bilingualism, Bilingual Teachers, Cultural Factors, Cultural Images, *Developing Nations, *English (Second Language), Group Unity, Language Programs, Multilingualism, *Nationalism, National Programs, Political Divisions (Geographic), Second Language Learning
Identifiers--*Africa

The place of the English language in contemporary Africa is changing. English has spread rapidly, but, at the same time, the indigenous languages have remained and have grown in strength because of an increase in population and an awakening of national consciousness. A developing country must have a national language, whether English or native, to achieve (1) national unity, (2) contacts with other nations, and (3) an effective educational system. Due to contacts with English-speaking countries and the information available in English-language books and journals, over a dozen African nations have adopted English as the major language or as a second language. The future educational and economic growth of many parts of Africa may lie in the ability of the citizens to master English thoroughly. The imposition of a new language, however, must be handled carefully, for the language native to a particular group seems to symbolize the distinctiveness of the group; its history, traditions, rituals, and politics are preserved in the richness of the language. The full expression of the African personality may require that a delicate balance be maintained between the vernacular and English.

36. ED 037 469
Cook Mercer; Henderson, Stephen E.
THE MILITANT BLACK WRITER IN AFRICA AND THE UNITED STATES.
Pub Date 69
Note--136p.
Available from--University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 ($5.00 cloth, $1.95 paper)
Document Not Available from EDRS.
Descriptors--African American Studies, African Culture, *African Literature, Black Power, Cross Cultural Studies, Cultural Background, Cultural Images, *Cultural Interrelationships, Cultural Traits, Culture Conflict, *Negro Attitudes, Negro Culture, Negroes, Negro History, *Negro Literature, Negro Role, Negro Stereotypes, *Socio-cultural Patterns

The two essays in this volume attempt to broaden and intensify the reader's understanding of the Black Revolution in Africa and America, showing indestructible links despite cultural dissimilarities. Cook traces the development of black African consciousness through the works of selected black African writers from the 19th century to the present. Parallels and contrasts in American and African movements are noted in a discussion of basic themes--independence, civilization, identity, African personality, and African socialism. Henderson examines the effects of the black writers upon white, middle-class, cultural values and looks at the interrelationships among black writers, the "Black Revolution," and the "Black Consciousness Movement."

37. EJ 012 271
ECONOMICS AND POLITICS IN MODERN AFRICA:...AND THE FALL OF NKRUMAH
Nwani, Okonkwo, NEGRO DIGEST v18 n7, pp35-41, 80-88, May '69

*African History, *Social Change, *Integration, Educational Improvement, Agriculture, (*Nkrumah (Kwame), Ghana, Apartheid, United Gold Coast Convention, UGCC)

Reviews the social and economic achievements of Ghana under Nkrumah and the catastrophic effects of the 1966 coup on this progress.

38. ED 037 464
Taiwo, Oladele
AN INTRODUCTION TO WEST AFRICAN LITERATURE.
Pub Date 67
Note--191p.
Available from--Humanities Press, Ind., 303 Park Avenue South, New York, New York 10010 ($1.75 paperbound)
Document Not Available from EDRS.
Descriptors--African American Studies, *African Culture, African History, *African Literature, Cultural Background, Drama, Literary Criticism, *Literary Genres, *Literary History, Literature, Literature Appreciation, Negro History, *Negro Literature, Novels, Oral Expression, Poetry
Identifiers--West Africa
Intended to provide help for those interested in studying West African literature, this book is divided into three parts. Part one provides background information: the various African oral traditions are discussed, related to the way of life of the people, and examined for the extent to which they form the basis of present West African literary works. In the second part, the major literary forms and ideas are discussed: the West African novel, Nigerian drama, the poetry of revolution, and the philosophy of "Negritude." In part three, four books which are widely read and frequently adopted in schools are considered in detail: Camara Laye's "African Child," Chinua Achebe's "No Longer at Ease," Cyprian Ekwensi's "People of the City," and Wole Soyinka's "Lion and the Jewel," A conclusion indicates the possible directions for future studies of African literature.

39. EJ 007 584
AFRICA (Part of a section, "Essays in Musical Retribalization.") Edwards, Walford I., Sr., MUSIC EDUCATORS JOURNAL v56 n1, pp63-65, Sep '69
*African Culture, *Music, *Musical Instruments, Instrumentation, Language Rhythm, Cultural Awareness
An article focusing on the social context of African music, its characteristics, and common instruments.